



WARE SHOALS PRIMARY

15269 Indian Mound Road
Ware Shoals, South

Grades	PK-3 Elementary School	
Enrollment	329 Students	
Principal	Frank Cason	864-861-2261
Superintendent	Fay S. Sprouse, PhD	864-456-7496
Board Chair	Jack Sullivan	864-456-7496

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Below Average
2009	Good	At-Risk
2008	Average	Good
2007	Average	At-Risk
2006	Average	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

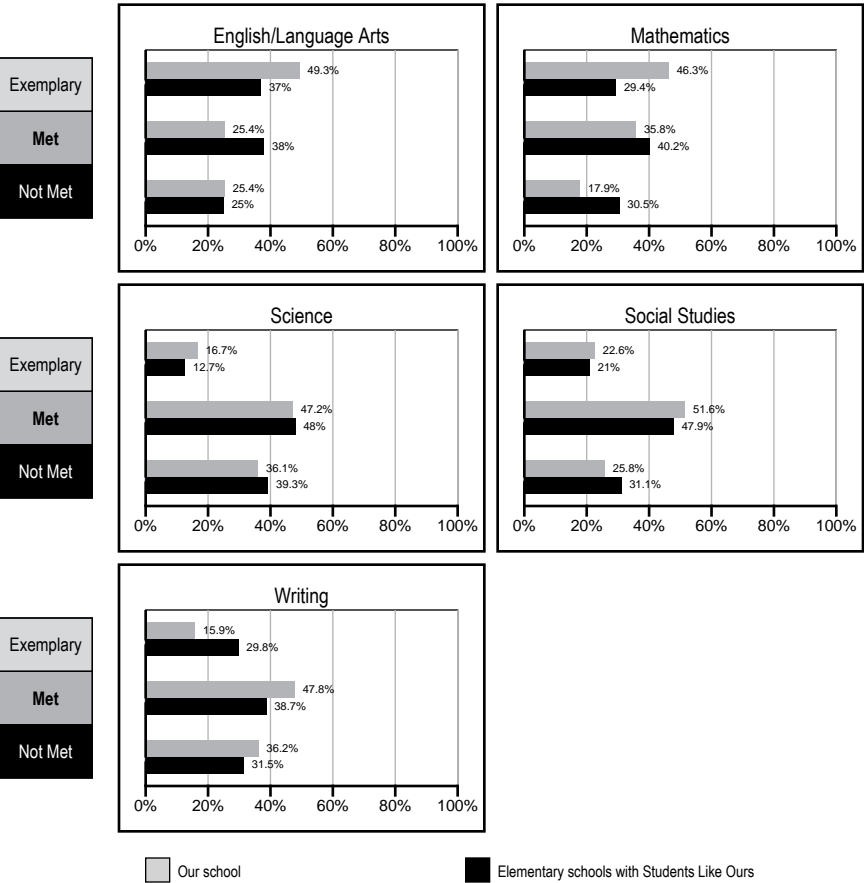
Percent of students tested in 2009-10 whose 2008-09 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	94	8	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=329)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Down from 4.9%	1.3%	1.2%
Attendance rate	95.3%	Down from 95.9%	95.8%	96.1%
Eligible for gifted and talented	5.3%	Up from 5.0%	10.5%	11.7%
With disabilities other than speech	9.0%	Down from 9.8%	8.7%	8.0%
Older than usual for grade	0.0%	No Change	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.2%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	57.1%	Down from 66.7%	59.8%	60.5%
Continuing contract teachers	89.3%	Up from 83.3%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.2%	Up from 89.6%	87.7%	87.0%
Teacher attendance rate	96.8%	Up from 96.0%	95.0%	95.4%
Average teacher salary*	\$43,758	Up 4.3%	\$47,036	\$47,288
Professional development days/teacher	5.6 days	Down from 8.4 days	10.3 days	10.5 days
School				
Principal's years at school	3.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	11.2 to 1	Down from 15.0 to 1	19.2 to 1	19.2 to 1
Prime instructional time	91.6%	Up from 91.1%	89.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	89.9%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,719	Up 3.6%	\$7,482	\$7,548
Percent of expenditures for instruction**	59.6%	Down from 62.6%	68.0%	68.7%
Percent of expenditures for teacher salaries**	53.0%	Down from 56.4%	64.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The Mission of Ware Shoals Primary School is to provide high quality educational experiences in a nurturing environment and to encourage successful, responsible, and productive citizenship.

This year we have continued in our quest to increase the technology available to our teachers and students. We have added several Smartboards and document cameras. We will continue this project next year when we should be able to have a Smartboard in all classrooms. We will also add document cameras, response systems and air slates to some of our classes.

Response to Intervention (RTI) has also been a major focus for us this year. We adopted Read Well as our reading program in 5 year old kindergarten and as a means of reading intervention in grades 1-3. We have two full time employees running our program at the present time. We will continue this program next year and will also use our Target Time as a means to give extra help with math.

Our teachers have worked extremely hard this year, and we are proud to report we made AYP. Our absolute rating on the SC Annual Report Card was "Good." We were one of only fifteen schools like ours to score this high. We will continue to monitor our student progress to identify our strengths and weaknesses.

W. Frank Cason, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	65	37
Percent satisfied with learning environment	89.3%	86.9%	86.5%
Percent satisfied with social and physical environment	85.7%	82.8%	86.5%
Percent satisfied with school-home relations	70.4%	88.3%	83.8%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	69	100	25	25	50	88.2	86	83.5	Yes	Yes
Gender										
Male	28	100	21.4	17.9	60.7	92.9	80.2	80.1	N/A	N/A
Female	41	100	27.5	30	42.5	85	91.8	87	N/A	N/A
Racial/Ethnic Group										
White	57	100	25	25	50	89.3	89.2	89.6	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	70.8	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	16	100	56.3	18.8	25	81.3	61.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	35	100	32.4	29.4	38.2	82.4	81.8	76.9	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	69	100	17.6	35.3	47.1	88.2	82.5	80.4	Yes	Yes
Gender										
Male	28	100	14.3	28.6	57.1	96.4	79.8	78.4	N/A	N/A
Female	41	100	20	40	40	82.5	85.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	57	100	14.3	35.7	50	89.3	85.1	87.8	Yes	Yes
African American	9	I/S	I/S	I/S	I/S	I/S	70.8	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	16	100	31.3	50	18.8	75	56.3	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	35	100	26.5	32.4	41.2	79.4	79.1	72.8	I/S	I/S

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	37	97.3	36.1	47.2	16.7	63.9	75.2	67.3
Gender								
Male	16	100	18.8	56.3	25	81.3	72.4	66.9
Female	21	95.2	50	40	10	50	77.9	67.7
Racial/Ethnic Group								
White	34	97.1	36.4	45.5	18.2	63.6	78.9	79.6
African American	2	I/S	I/S	I/S	I/S	I/S	58.2	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	11	90.9	I/S	I/S	I/S	I/S	45.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	15	93.3	35.7	57.1	7.1	64.3	71.4	55.4

Social Studies

All Students	32	100	25.8	51.6	22.6	74.2	76.9	70.9
Gender								
Male	12	100	8.3	50	41.7	91.7	76.9	70.1
Female	20	100	36.8	52.6	10.5	63.2	77	71.7
Racial/Ethnic Group								
White	23	100	18.2	54.5	27.3	81.8	79.8	79.2
African American	7	I/S	I/S	I/S	I/S	I/S	60.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	46	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	20	100	36.8	57.9	5.3	63.2	70.1	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	71	98.6	36.2	47.8	15.9	63.8	76.5	72.1	95.3	95.5
Gender										
Male	29	100	37.9	44.8	17.2	62.1	69.5	65.2	95.5	95.5
Female	42	97.6	35	50	15	65	83.5	79.2	95.1	95.4
Racial/Ethnic Group										
White	59	98.3	31.6	49.1	19.3	68.4	79.6	80.8	95.1	95.3
African American	9	I/S	I/S	I/S	I/S	I/S	64.4	59.7	96.1	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	96.7	96.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	64.6	96.1	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	91.1
Disability Status										
Disabled	16	93.8	66.7	26.7	6.7	33.3	36	27.7	94.6	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	63.7	96.6	97
Socio-Economic Status										
Subsidized meals	35	97.1	54.5	39.4	6.1	45.5	71.3	61.9	94.8	94.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	79	100	17.1	34.2	48.7	82.9
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	69	100	25	25	50	75
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	79	100	27.6	38.2	34.2	72.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	69	100	17.6	35.3	47.1	82.4
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	41	100	20.5	64.1	15.4	79.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	37	97.3	36.1	47.2	16.7	63.9
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	39	97.4	13.5	54.1	32.4	86.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	32	100	25.8	51.6	22.6	74.2
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	77	98.7	21.3	38.7	40	78.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	71	98.6	36.2	47.8	15.9	63.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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